

VOLUME VI

The

NUMBER 10

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



MARCH, 1926



Local Financing of Education an Obstacle to Progress

IN conclusion, and to summarize, we desire to express our conviction that (while quite willing and ready to bear our fair share of the cost) education, being a matter of vital importance to the state, justice requires that provision for its cost should be made from Provincial (if not from Federal) sources, that "ability to pay" should be the basis of all taxation to meet educational requirements, and further that as regards all capital school expenditure there should be some independent authority intermediate between the spender and the taxpayer, invested with full power to control such expenditure, experience having proved, not only in Canada, but on this continent generally, that control by referendum to the taxpayers is unsatisfactory and generally abortive.

(Report Manitoba Commission.)

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A.T.A. Magazine

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VI.

EDMONTON, MARCH, 1926

No. 10

G. L. Woolf

PRESIDENT OF THE A.E.A.

MR. G. R. WOOLF is Principal of the Magrath Public and High Schools, where he has been engaged since September, 1925. Prior to that date he was the Vice-Principal of the Cardston High School for several years. He is a young man of exceptional talents, good executive ability and a remarkable record in community work.

He received his education in Cardston, and, by extra-mural study, with Queen's, having an Art's course nearing completion with that University. After his Normal work was completed, he spent three years travelling and studying in France, returning to his home town of Cardston with an excellent grasp of the French language. He then began teaching in a little one-roomed country school, and later was offered the vice-principalship at Cardston where he remained until 1925.

During his teaching career he has ever found time for many other activities. He is an ardent athlete and capable trainer, having coached the Cardston High School to win Provincial Honors in basketball three consecutive years. He has also been Vice-President of the Cardston A.A. which organization, upon his removal to Magrath, tendered him a life membership in recognition of his excellent services. He has also been President of the

Y.M.M.I.A. in Cardston for a number of years, an organization having more than 800 members among the young men of Cardston and district, and fostering in its programme, educational, literary and social as well as athletic activities.

With all these other interests, Mr. Woolf has not neglected his chosen profession. He has constantly kept abreast of the times in the teaching world, and has been particularly active in the teachers' own organization, the A.T.A. He served three years as President of the Cardston local A.T.A. and two years in the Provincial Executive, one of which was as Vice-President (1924-25). As a defender of the teachers' rights he has few equals. To him largely is due the credit of establishing schedules of salaries in all the schools south of Lethbridge and of gaining recognition of the A.T.A. by these school boards.



Mr. Woolf has another characteristic in his life which no sketch could be pardoned for omitting. He is a married man, with a family of three children, and his home life is a place of refuge and of refreshment from the cares of life. His most intimate acquaintances are his truest friends, for the more one knows of G. L. Woolf, the deeper the roots of friendship grow into his soul.

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"I saw your name in the A.T.A."

Books that have Influenced Me

By ELMER E. ROPER, Editor of *Alberta Labor News*.

THIS is one of the most difficult bits of writing that I have ever attempted for, with one notable exception, the books that have influenced me are not easy to single out and write about. I realize that this is a confession about which I should be ashamed, but the fact remains that I must be classed with that modern type of superficial reader who reads a large number of books without thoroughly assimilating any of them. William E. Barton, the famous biographer of Lincoln, writing of the fact that Lincoln had so few books, says it would be a good thing for the American boy if he could have the same books that Lincoln had, brought up-to-date and with the emancipator's own life added, and no others until he had mastered them. I don't know but that I agree with him. I think we have entirely too many books. But that does not alter the fact that I myself have read more than I could thoroughly digest, and so their influence on my life and thought has been more cumulative than particular.

I mention one notable exception, the Bible, of course. No boy, who takes to reading at all, could be brought up in a home where the Bible was revered as the Book of Books and yet fail to be influenced by its teaching and the majesty and beauty of its matchless language. The extent to which the reading and assimilating of the Scriptures has influenced my life and thought may not be in proportion to the value of the Book, but it is a fact that the Bible itself must stand out as the leader among all the books that have come to my attention. Apart altogether from any religious aspect, there is no single book existing today that, in my mind, can compare with the Bible in the social importance of its teaching, or in its literary merit.

I pass over the books of my childhood: I don't believe they influenced me much. They were mostly tales of youthful courage and resourcefulness like those of G. A. Henty and R. M. Ballantyne. This type of story is dear to the heart of every boy; they may develop to some extent an admiration of courage and a desire to emulate, in whatever sphere one may be, the exaggerated qualities of the heroes about whom the tales are written. But, whether for good or ill, when one enters the land of grown-ups, whatever their influence may have been, these boys' stories are discarded along with marbles and spinning tops and other childish things. Though the thought of my boyhood books brings back memories of thrilling experiences of a vicarious nature, I don't consider that they had much influence on my later life or thought.

A book which very vitally influenced my thinking, and therefore my attitude on social and political questions, was Henry George's *Progress and Poverty*. It gripped me: it made me realize in a compelling manner the gross inequalities of our social system, and the credit, if credit be due, for my enlistment in the struggle for a fairer social order may be given to Henry George. In his great book I pictured, for the first time, I think, the mansion and the slum; I was deeply moved by the sordidness and misery of one class of society when compared with the comfort and luxury of another class; I was angered by the picture Henry George painted, and my resentment was translated into action by a determination to do my part in the fight for a better world. Henry George did not make me a trade unionist. For circumstances took control before *Progress and Poverty* came into my hands, but he did make me realize the broader significance of the labor movement,

and that considerable part of my life which has been devoted to the fight for social progress is due in large measure to the influence of this book.

Progress and Poverty led me to read many other books of a similar nature. Always fond of history I began to study with intense interest the story of the upward climb of the toiling masses down through the years. That such a type of reading should further influence my thinking along the path upon which Henry George started me was only natural. In addition to having my thought influenced, I thoroughly enjoyed books like Ward's *Ancient Lowly*; I revelled also in numerous histories of the social and industrial life of England; I read everything I could get hold of concerning the Industrial Revolution and the conditions before and after that time of the life and labor of the toilers. My memory for details is not good and most of the incidents about which I read have slipped entirely from my mind, but there were some impressions which burned themselves into my consciousness in such a way that they became as much a part of my life as any outstanding personal experience. There is such a wealth of reading matter of this type that it is almost impossible to particularize, nor do I intend trying. In this phase of my reading, as in others, the effect both as to influence and knowledge was cumulative—there could be no other result when such a mass was consumed. It was something like the effect of reading countless advertisements of tooth paste or shaving cream: no particular advertisement is remembered but the sum-total effect is what the advertising experts call, "the cumulative value of advertising."

In the field of what I would term recreational reading, the type of material which immediately comes to my mind as having the greatest influence over my outlook on life is best represented, I think, by the descriptive articles of J. Ramsay MacDonald. A number of these have lately been gathered together in the most delightful of books, called "Wanderings and Excursions." MacDonald possesses the knack of painting word-pictures of places, and so realistic are his descriptions that one can fairly feel the beauty of the landscape and the tang of the bracing atmosphere of the Scottish hillside as you accompany him on one of his walks. Such reading has helped me to see the beautiful in the things around me: it has developed an appreciation of the beauty of our own hillsides when they are clothed with the riotous tints of autumn or the delicate green of spring; the pleasure I can get from viewing the gleam of a green lake as it nestles between snow-capped peaks has been enhanced and magnified in a wonderful way; it has so influenced my outlook on the world in a way that words fail to come to my pen to express fully my sentiment.

There are certain types of poetry that I cannot omit from mention in an article like this. I cannot understand, and I don't think I want to understand, some of the "stuff" that wins prizes in contests of the type conducted by *The Nation* and other such periodicals: I may be too "low-brow" to appreciate its merit; but I cannot read without a thrill Edwin Markham's *The Man With the Hoe*, or his *Lincoln, the Man of the People*. And foolishly sentimental as I know some people would term it, I must freely confess that I am carried away by such poems as that gem of Sam Walter Foss, *The House by the Side of the Road*. Also the friendly poems of Edgar Guest, some of which are gems of richest sentiment, are among my favorites. I think I like poetry chiefly because it seems to me that some thoughts can best be expressed through rhythm: for example, I could not imagine Kipling's *If* being half so stirring were it expressed in cold prose.

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ALBERTA

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A little advice to the parents of your backward pupils may help you to overcome a great many difficulties.



"I saw your name in the A.T.A."

Let us Build a Little House around her

H. R. LEAVER, M.A.

SO said Peter Pan when he found Wendy lying asleep. It has been ever the way. Whenever Peter Pan finds a maiden alone he wants to build a house round her.

This is the spring time when the call of Peter is more urgent and more compelling than at any other season, and the witless high school teacher finds herself ranging his forces against the appeal of Pan, and mustering his inharmonious elements of knowledge in opposition to the little fellow who stands on the sill of the open window, and beckons to the maidens who are trying to interest themselves in chasing an inhuman X, and endeavoring to believe an enthusiastic mathematician, that the exercise is as entertaining as a Dionysian festival. The poor drudge of a high school teacher! Was it not written in the ancient economics of Xenophon that the gods had plainly decreed that woman should work within doors. And did not the first suggestion of this procedure come from the Garden of Eden. Ever since time was, Pan has been broadcasting his appeal and maidens have been tuning in on E.D.E.N.

Yet in spite of this universal appeal of Pan, education authorities, ancient and modern, remote and near have considered the process of instruction as one which is destined to promote an intellectual excellence. Vain babblings of a commercial world endowed with a profit and loss complex! Whenever a curriculum is under discussion in any one of the United States we find that the committee is composed of business people whose one concern is to develop brains! Smart intellect is the *sine qua non* of American citizenship and Canada is following this slogan slavishly, as singers do in the familiar song of the Chestnut Tree.

Whoever has convinced the world that man is, in the final analysis, an intellectual being? That the reasoning ability is the one and only avenue by which the child shall receive salvation? Up and down this Province misguided enthusiasts are condemning children to eternal intellectual perdition because of an inefficiency in juggling with abstract symbols whose significance bears weight only in the scales of an examination. Yet these same children are to live, grow and develop as men and women; they are to judge, pass censure and give praise; they are expected to govern, to uplift and to cast a benevolent and well-poised consideration upon worthiness of character. And all this without a training in those elements of life which constitute ninety per cent. of man's being. Is it any wonder that we are continually finding sloppy sentimentalism over-ruling honest judgment. There is a lack of balance when feeling and emotion are allowed to seek their limitations in the world of experience while intellect remains the criterion of knowledge. We have a worthy object lesson to the south of us—where a nation with most laws is the most lawless; where a people given to platitudes are least controlled; where phylacteries abound on the wrists of the law-breakers, and where emphasis on brains is producing the smart lawyer and the intellectual criminal.

Upon what modes of expression should emphasis be placed? We are not quarrelling with any one subject *per se*, but rather with the neglect of a full mental attitude towards all subjects. The emphasis of life is not on thought but on emotion. Conscious life is characterised by perhaps ten per cent. of mental focussing but the very fact of attention precludes the satisfaction

of a full consciousness. Man is a dreamer more systematically than he is a thinker. The creative elements of consciousness are to be found more among the dreamers than among the thinkers, and the emotional characteristics of the mental effort are more alive in the penumbra than in the full shadow of alertness. The danger of method in teaching is the endeavor to measure our Heaven with a reed, to submit to precision and accuracy the concomitants of the educational process. Even our literature is subjected to analytical treatment in such a way as to render abortive the conception of lively interest. A poem is not the sum total of expressions of beauty; but the record of emotional stress.

WHO THEN IS GUILTY?

GEORGE P. SMITH, once Minister of Education in the Liberal Government of Alberta, was last week found not guilty of the charge of theft of government funds while he was a member of the Cabinet. The evidence was published at considerable length in the daily press. It may be compared with the evidence given at the inquiry held by Mr. Justice Walsh, which was the preliminary to the trial. The verdicts of Mr. Justice Walsh and that of the jury may also be compared. After that the public can make up their minds as to the merits of this miserable and disgraceful story. Smith has been found not guilty. So far as he is concerned, that ends the criminal proceedings in the absence of an appeal by the Crown. The public may, however, ask if that is to be the end of the whole matter. The evidence given at the inquiry and the trial seems to show beyond all question of doubt that public moneys to a large amount were deliberately stolen or embezzled or diverted from their legitimate use to other and personal ends. Smith being found not guilty, who is guilty, and what is to be done about it? Presumably there is no doubt that the money is gone. Who got it, and what is to be done to him or them? Is nothing whatever to be done? Is the money to remain in the hands of the thieves or embezzlers, and are they to remain unscathed, free to continue to carry on any avocations that may be offered them in the community, free to mingle on a footing of equality with the ordinary citizens who provided at least a portion of the money which these people stole in breach of the trust placed in them by the representatives of the people? If so, just what is the result to be on standards of public and private honor or of common honesty among us? On just what theory of equal justice is sentence to be pronounced on the next unfortunate wretch who is found guilty of stealing \$5.00 in cash or goods from a store or his neighbor? Let there be no mistake about this matter. If it goes no further; if no one is punished for these transactions, a deadly blow will have been struck at the rectitude of public life among us. It has become customary to speak with a sneer of the politicians and office holders amongst us as being mainly self-seeking and corrupt. The answer has been made that the charges are the product mainly of disappointed jealousy. After this affair, who will dare to say that the charges are without some foundation in justice? It is as well that our leaders in public life should bethink them carefully of this matter. There is a quite definite tendency abroad in the civilized world at present to give a short shrift to technical quibbling as a screen to flagrant guilt. The tendency has not yet spread with any noticeable strength to British countries. That has been due to the fact that it was not greatly called for. Cases like the present one, however, do not merely call for it. They clamor for it. It will be well that the clamor should be heeded.

—Red Deer News

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Local News

MEDICINE HAT HIGH SCHOOL LOCAL

The first of a series of meetings of a combined social and educational nature was addressed by Professor Burt of the Department of Extension, who told of recent developments in China and Mosul.

A grant of seventy-five dollars was made by the Convention of the S.E. Alberta teachers towards establishing a reference library. This library is temporarily housed in the High School and a respectable nucleus of books is now on hand, eked out by the addition of many books of reference formerly at the School Board offices.

The Medicine Hat School Board is getting back to a pre-war basis educationally. Last year night classes in stenography were commenced with a large enrollment. These have been very popular, also the millinery classes begun over a year ago. In January a department of music was added to the night classes, and in February carpentry classes were begun. These latter have proved so popular that students have been divided into three groups, running six nights a week. The only department not yet functioning is household science. With equipment calling loudly to be used it is doubtful if the School Board will long be able to resist the call.

February 8, 1926: One of the High School teachers announces the discovery of daffodils four inches above the ground in her garden! Page Luther Burbank.

By the time this goes to press events in Blairmore will be past history; suffice it to say Medicine Hat Local High School Alliance decided in January to support the Blairmore teachers up till June if necessary.

Shortly after the Christmas vacation Mr. Chris. Riley, Vice-President of the Alberta Teachers' Alliance, addressed a joint meeting of the two local Alliances on recent developments in Alliance matters. Mr. Charles E. Peasley, district representative, also spoke briefly.

EDMONTON PUBLIC SCHOOL LOCAL

At the February meeting of the Edmonton Public School Local, the Edmonton Public School teachers took definite steps toward urging on the Provincial Government the necessity of a Board of Reference to conciliate or arbitrate, as the conditions of the case warrant, in disputes between teachers and school boards.

The Local also passed regulations to govern questions of seniority in cases of applicants for positions on the Edmonton Public School staff.

The question of a Board of Reference was introduced by the General-Secretary of the A.T.A., who pointed out the delays and expense to children, ratepayers and teachers in the present system which necessitates recourse to the courts for the settlement of disputes. The following resolution was passed and copies forwarded to the executive of the A.T.A., the Minister of Education and members of the Provincial Legislature:

"Whereas the School Act provides for a Board of Conciliation to deal with disputes between teachers and school boards; and by reason of its limited scope the work of the said Board of Conciliation is entirely ineffective and useless in dealing with such disputes; and

Whereas repeated requests have been made to the Minister of Education to provide for an effective Board of Reference or Conciliation:

BE IT RESOLVED, That this Local of the Alberta Teachers' Alliance respectfully and urgently petition the Alberta Government to take steps

during the present session of the Legislature to so amend the School Act as to prevent the development of crises arising out of disputes inimical to professional education and to the welfare of the pupils in the districts concerned.

AND BE IT FURTHER RESOLVED, That this Local urge upon the Provincial Executive of the Alberta Teachers' Alliance to take more energetic, aggressive and effective steps towards the realization of this objective.

AND BE IT STILL FURTHER RESOLVED That a copy of this resolution be forwarded to the Minister of Education and to every member of the Alberta Legislative Assembly."

A report of the interview with the cabinet by a delegation appointed by the Executive of the A.T.A. appears elsewhere in this issue, as does also a copy of the Edmonton Public School Local seniority regulations.

LETHBRIDGE HIGH SCHOOL

The regular monthly meeting of the Lethbridge High School Local was held on February 16th and the following nominations for the Provincial Executive were made:

Mr. John Stevenson was nominated for the position of Vice-President of the A.T.A. for the ensuing year. He has since indicated his willingness to stand for this office, and the members of this Local take great pleasure in supporting his candidature.

Upon the suggestion of the Secretary, H. C. Sweet was nominated as a candidate for the position of District Representative for south-west Alberta, a communication having been received from the Coaldale Local advising that they had nominated Mr. Sweet at their last regular meeting. We feel that Mr. Sweet would make a very capable executive member and wish to solicit support from A.T.A. members in south-west Alberta in this nomination.

INSECURITY OF TENURE

He's only a wandering nomad,
A man without settled abode,
Hounded by the lords of power,
A king—of the open road;
As a child he loved, was loved in turn,
In a fond parental home,
But, now, in search of his daily bread,
Forever doomed to roam.

Refrain:

Yes the teacher must wander again and again,
The teacher must wander again;
The trustees give him thirty days,
And the teacher must wander again.

A thousand swords hang o'er his head,
He lives from hour to hour
With the district feud and jealousies rife,
With ignorant wielders of power.
What's that? He reported the chairman's son?
Was friends with the hated Blackie?
Again he is out on the dusty trail
With his blankets on his back.

Refrain

The hunted fox has his wildwood den,
The squirrel has his nest,
But the weary teacher has no home
Tho' he wander north, south, west,
Tho' he wander eastwards many a mile
To the end of our broad domain.
The badger may have his badger hole,
But the teacher must wander again.

Refrain:

—JOHN E. APPLEBY.

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The Comparative Cost of Education in the Dominion

Address by G. W. GORMAN, Chief Inspector of Schools, delivered at Alberta Trustees' Convention

OUR NEEDS AND WANTS

IN discussing educational costs, which is an economic question, we must of necessity think about our economic life, that is our business life, as apart from our social and political activities and relationships. Our business life is to a great extent a struggle for existence; it is a struggle among individuals in which each is striving to satisfy his own needs and fulfil his own desires, and do these things more and more completely. We have, first of all, to look after our physical needs—food, clothing and shelter; that is to say our first problem is to live. But in addition to these physical needs we have many wants; these may be useful or harmful; we want many things we do not need, and many which we cannot afford. These wants are affected by many considerations but seem to be influenced chiefly by our advancing civilization. The luxuries of one age become necessities in the next. Generally speaking, this tendency to ever increasing wants is all very desirable, because it shows that our standard of living is improving. For the most part our newer wants are those associated with desirable things, such as increased culture, more comforts, and greater convenience, together with wholesome kinds of recreation and amusement.

HOW WE MEET OUR PUBLIC WANTS

When we think about our wants we have to classify them as private and public. Our private wants are looked after by those persons and organizations engaged in business and industry. It is a little different with our public wants; these we ourselves provide through institutions which we have built up, and which we support by taxing our property. There is, of course, one thing common to the satisfaction of both public and private wants, they have to be paid for. Our public wants are met through public services brought to us by the different Governments under which we live, these being the federal, the provincial, and the local or municipal. Each of these governmental bodies exploits a particular taxation field. The Dominion Government may employ any system of taxation it chooses, and I do not find that it has overlooked any opportunities. Chief among those federal taxes in existence may be mentioned, custom and excise duties, taxes on incomes, sales taxes, and revenues exacted from sale, rent, or lease, of public lands and resources. There are in addition, federal stamp taxes, tolls and dues of various kinds. From these revenues are financed large national enterprises and services such as immigration, militia and defence, the postal service, and other ventures such as the Hudson's Bay Railway. The provinces, generally speaking, raise their revenues through the imposition of licenses, fees and fines. There is also for Alberta a Dominion subsidy based on population, revenue from school lands held in trust by the Dominion, revenue from the sale of liquor; from taxes on motor cars, on amusement tickets, and upon companies of various kinds operating within the province. These provincial revenues are employed to finance services of a provincial character; grants made to schools and hospitals; the building of highways, telephone extensions, public buildings; the administration of justice; meeting heavy principal and interest charges on railways, irrigation schemes, and other provincially owned or guaranteed projects. But when it comes to the municipality, or the school district, the revenues for education are raised through the taxation of property, and almost entirely by taxation upon real property, that is *land*.

Here the basis of taxation is the narrowest possible. Taxes, in the case of a municipality, are expended almost entirely in financial services which come under the heads of education, health, conveniences and protection; and the largest single item of expenditure is, in almost every instance, that for education.

ALBERTA'S EXPENDITURE UPON EDUCATION

It might, at this stage, be interesting to have some idea of the total amount expended on public education in this province for the year 1924, the latest year for which complete returns are available. This item covers the up-keep of public, separate, and high schools; also special institutions such as the School of Technology and Art; the Normal Schools, the University of Alberta; expenditures incidental to the care of the deaf, dumb and blind children of the province; thus it takes into account the money being spent upon all publicly controlled institutions at which instruction of one kind or another is being furnished at public expense. This expenditure reached approximately ten and a quarter million dollars for the year 1924. This seems like a tremendous expenditure for education, and it does constitute a very heavy per capita load for the people, but it does not, however, represent as much as is spent upon some of the simplest of our luxuries, the cheapest and most innocent of our amusements, or some of our questionable wants. We spend quite as much upon the up-keep of our motor cars, and we have much more invested in them than we have invested in all our educational institutions. Our expenditures for candy, picture shows, liquor and tobacco run, in each case, into the millions, and in the case of some of these far exceeds our outlay for education. The answer that you make, of course, is that the expenditure upon luxuries and amusements is largely made by persons who do not make any contribution to the carrying cost of education. It has been suggested, and does happen, that the basis of taxation for the support of schools is altogether too narrow, and in the near future it will have to be enlarged to include all people who are self-supporting.

There were enrolled in all our publicly controlled institutions in 1924, 150,000 students. Taking the last census, that of 1921, and making reasonable allowances for increases which have occurred, and assuming that the population in the year 1924 was 600,000, this enrolment would mean that one in every four of the population of Alberta was receiving instruction of one kind or another, and in some one of these institutions, during that year. These figures further indicate that the per capita cost upon the population of the province for the furnishing of educational services of a public character was \$17.00, and going back again to the statement that one person in every four of the population was benefitting by the service, we have the further information that the expenditure on each person enrolled in these public schools was \$68.00 per head. We have approximately \$30,000,000 invested in these school facilities, or about \$50.00 per capita of population.

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total number of pupils enrolled in the elementary and secondary schools was 147,796. When you recall the figures for the total enrolment in public educational institutions of all kinds, as given at one hundred and fifty thousand, a few moments ago, you will appreciate the fact that our students are for the most part in our elementary and secondary schools. The average cost per pupil based upon enrolment, without any reference to the period of operation or the regularity of attendance, but having regard only to the number of pupils enrolled, was \$59.27 per pupil.

CONSIDERATIONS WHICH AFFECT COSTS

It is just here that I think these figures begin to have some very definite significance for you as school trustees. Let me repeat again that the cost per pupil, based upon enrolment, is \$59.27, or for easy remembering, let us say \$60.00. What I want to draw your attention to now is that this cost per pupil per year, when based upon *average daily attendance* increased to \$81.20. This shows an increase in cost of one-third when based upon daily average attendance as against enrolment. Now what does this mean? It means that if the average attendance in our schools held up to the enrolment in our schools, that the cost per pupil would be \$60.00, and that the irregular attendance is responsible for increasing our cost per pupil, one-third.

IMPORTANCE OF HEALTH, ATTENDANCE, AND REGULAR OPERATION

In spite of all that has been accomplished in the way of enforcing attendance in our schools, this is what happens: If you walk into a class room having an enrolment of 100 pupils and they are all present on a particular day, that situation represents enrolment, and this enrolment is the factor which fixes the extent of the expenditure. But, if you go into this same classroom another day, which is an average day in the year, you will find that there are only 73 children present to take advantage of the service provided for 100. This falling off in attendance is the circumstance which increases the cost per pupil from \$60.00 to \$80.00 per year. From these observations you will understand the importance of regular attendance, and the effect that irregular attendance has upon the value being secured from the expenditure of public money in the up-keep and operation of our schools. You will get also a dollar and cents idea of the importance of health conditions in your community, since sickness is perhaps the greatest single cause of irregular attendance, particularly upon the part of children in the lower grades. Unfortunately the money loss does not tell the whole story. There is another loss which should occasion infinitely more concern, and that is the loss in opportunity to the children. This loss cannot be measured in money, and nothing that we can do afterwards will make good that loss, because in education, things must be done when they should be done, and when they can be done, or forever left undone.

COSTS IN GRADED AND UNGRADED SCHOOLS

The fact that this spread in cost develops because of irregular attendance and faulty operation will probably have more significance if we compare costs in the ungraded, that is the one room schools, as against the graded schools. Taking the ungraded schools, we find that the cost per pupil, based on enrolment is \$52.52 and that the cost per pupil based on average attendance is \$80.09, showing that the cost increases over 50% in this type of school, when based on average attendance as compared with enrolment. This spread is not, however, so great when we come to consider the graded schools where the cost based on enrolment is \$64.92, and the cost based on average attendance is \$81.98, an increase of only 30%.

You will note that based on enrolment, the cost per student in graded schools is about 23% higher than in ungraded schools, but that when we base the cost on average attendance the spread in cost, in these two types of schools, disappears entirely, and the cost is \$80.00 per pupil in both types. It is clear that the irregular operation and poor attendance account for the comparatively high cost in ungraded schools, or rather that better operation and more regular attendance, in graded schools, bring their costs in line with costs in ungraded schools, and leaves to the graded school those further advantages of added returns in benefits for the money spent, to say nothing of many other advantages attendant upon the services furnished in graded schools, such as that of high school instruction, to cite a single example.

To put it in another way: Based on enrolment, the cost per pupil in graded schools is \$12.00 higher than in ungraded schools, but based on average attendance it is the same in both; or, if attendance and operation were as good in ungraded schools as in graded schools the graded school cost, based on average attendance, would be \$15.00 less per year per pupil than in graded schools, but as stated, the costs in present circumstances, when based on average attendance is the same in each; that is \$80.00 per year per pupil.

Of course, expenditure is determined by enrolment; and here the graded school shows an increase of 23% that is, \$64.00 as against \$52.00 in the ungraded school; but value, return, service must be measured by average attendance, and here the money spread disappears as between the two types, but a great spread in "results in pupils," in better buildings and equipment, in high school instruction, in health services, in special work in manual training, household science and physical training, in expert supervision, and in many other ways advantages all develop, at the same time, and all in favor of the regularly operated and better attended graded school.

COMPARATIVE COSTS IN RECENT YEARS

Let us now consider the comparative cost of education during recent years in our elementary and secondary schools. The following is a table showing actual cost per pupil in Alberta, based on average attendance, covering the years from 1913 to the present:

Year	Actual cost per pupil based on Average Attendance
1913.....	\$69.90
1914.....	76.55
1915.....	71.16
1916.....	72.53
1917.....	74.82
1918.....	75.87
1919.....	85.99
1920.....	95.63
1921-22.....	87.09
1922-23.....	84.70
1923-24.....	83.74
1924-25.....	81.20

INFLUENCES AFFECTING RECENT COST VARIATIONS

The cost of education has increased tremendously in the last forty years. It is well for our civilization and well-being generally that this is so. Conditions, today, in the field of education, and its cost, are as little comparable with forty years ago as are our transportation methods comparable with those of that day. The log school house, and the unqualified teacher at \$200.00 per year, and in charge of 50 to 75 children, are things of the past. The war pushed costs up and they have not yet come down to pre-war level. From a cost of \$70.00 per pupil, based on average attendance, in 1913, they

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rose, in 1918, to \$75; jumped to \$85 in 1919; to \$95 in 1920; but have shown steady decreases since that year, until last year, they fell again to \$81.20. Increase in teachers' salaries are not responsible altogether. It is doubtful if salaries have increased in as great proportion as has the cost of living. There are a vast number of other factors contributing to the increase in the cost of education since 1913. In fact, if the purchasing power of a dollar now as compared with its purchasing power in 1914 is taken into account, I think it can be successfully argued that educational per capita expenditures have shown a substantial decrease. Some municipalities have, through careful economies, decreased the actual cost per pupil, even in the face of the decreased purchasing power of the dollar. I understand that Edmonton itself spent \$85.54 per pupil in 1914 and only \$85.25 per pupil in 1924. At any rate, it seems safe to say, that if declined money values are duly considered there is little actual increase in the cost of education as compared with years previous to the war. The cost of operating all schools in 1914 was, roughly, four millions, while in 1925 it was, roughly, eight and three-quarter millions. If allowance be made for the decreased purchasing power of the dollar, the eight and three-quarter millions would be reduced approximately one-third, and then the comparative expenditures would be about as \$4,000,000 is to \$6,000,000. But the average attendance increased from 54,000 in 1914 to 107,880 in 1925. The average attendance thus increased 100 per cent. while the value expenditure increased only about 50 per cent. The increased average attendance would appear to be sufficient to account for the stated increase in actual expenditure.

COMPARATIVE COST IN VARIOUS PROVINCES

With regard to the comparative cost of education in the provinces of the Dominion, may I give you a table showing cost per pupil per day for the year 1923, based on daily average attendance, in various provinces.

Prince Edward Island.....	22c
Nova Scotia.....	21c
New Brunswick.....	26c
Quebec.....	27c
Ontario.....	44c
Manitoba.....	54c
Saskatchewan.....	56c
Alberta.....	46c
British Columbia.....	50c

Dominion average.....38c

CONSIDERATIONS AFFECTING PROVINCIAL VARIATIONS

In Nova Scotia, Prince Edward Island, New Brunswick, the cost ranges from 21c to 27c or an average of 24c; Ontario jumps to 44c; Manitoba and Saskatchewan show an average of 55c; Alberta 46c; British Columbia 50c; and the Dominion average is 38c. The costs in the three maritime provinces do not offer any fair basis for comparison with costs in the western provinces. Conditions are vastly different. For example, the lower teacher qualification demanded in the maritimes, results in a salary schedule which is not much more than half that in effect in Ontario and the provinces of the west. Moreover the fixed charges in the way of debenture payments are a very heavy charge against the taxes levied for school purposes in the new provinces of western Canada, and no like condition obtains in the maritime provinces. Of the eight and three-quarter millions spent for public school education in Alberta last year, more than one and a half millions went to meet debenture obligations. These fixed charges then represent 15 per cent. of the total expended upon elementary and secondary education in this province. In our Canadian

cities interest and sinking fund charges amount to from \$18.00 to \$24.00 per pupil. There is also the factor of the cost of living, which is undoubtedly lower in the four eastern provinces than with us.

COSTS IN ALBERTA

The relative educational costs as between western provinces: Manitoba, 54c; Saskatchewan, 56c; Alberta, 46c, per pupil per day of average attendance, offers a better basis for comparisons, and an examination of these would seem to indicate pretty clearly that reasonable economy is being practised in this province, and that the people are getting good value for the money thus spent. Our first and most natural reaction to these statistics, as they affect our province, must leave with us a certain amount of comfort and satisfaction, in that we in Alberta are at least holding our own with other progressive provinces of the Dominion in the matter of economy in school expenditures. At the same time, however, these figures might suggest that we are not making adequate expenditures upon this important service; and at any rate they do not give any positive assurance that we are getting the best possible return for our money.

VALUE AND USE OF STATISTICS

I must confess that I am in no sense an expert in the handling of statistics, nor in the use of the same to establish general conclusions of a dependable and useful character. But statistics are always of great value, even to the layman, as indicating the general trend of things, and I believe those given to you are reliable and that they justify any general conclusions suggested. In our educational effort we should try, always, to have our ideas clear as to what, in education, is necessary to meet our social, economic and political requirements, and try to be sure that our notions of efficiency and results are dependable and not merely matters of opinion or prejudice. We must endeavor, at the same time, to adjust our financing and our administration of schools, so as to place the burden fairly and secure the best returns for the money spent. The money we spend on education undoubtedly gives to the nation, to the community, to the individual, and to the race, the greatest of all returns when we consider real values in life and in living. Education should not be starved in any sense, but we must always remember that spending more money upon education does not necessarily mean that we will get better education for the money we spend. We must appreciate the fact that we cannot, properly, enjoy more than we can pay for, and we should plan to pay as we go, and study to practise real economy.

You, as an organization of people holding as a trust the educational interests of the province, constitute the most powerful instrument for the correction of unsatisfactory conditions, and for the initiation of progressive reforms, particularly in the field of educational administration. In fact without your support and co-operation, reforms cannot be initiated or find their proper expression. I consider that in the past there has been a tendency on your part to come together and interchange opinions and experiences about a large number of educational complaints and symptoms, and seek to find palliative treatment for each and every one of these, instead of making a systematic effort at a thorough diagnosis to discover the root of the troubles, and determine upon and prescribe the necessary treatment for a permanent cure. However, I think this criticism is less justified today than formerly. Through your local trustees' associations you are having many such complaints aired, and this procedure now leaves your large convention free to consider issues of provincial significance. But after allowing

for all this, I am still convinced that if this provincial trustees' association is to rise to its greatest possibilities for public service, each and every member must lay aside his prejudices, forget the effect of proposed changes upon purely local conditions, and think in terms of the general good, in the safe and justifiable belief, and confidence, that what is best for all, is also best for him, and for his.

FINANCIAL AND ADMINISTRATIVE ADJUSTMENTS NEEDED

I am pleased to find that you have given this question of educational costs an early place on the programme, and an early time in the day. The subject is a dull one, and though all important, is not particularly interesting or attractive. Educational costs are, of course, closely related to school finance, and despite all that has been said to the contrary I am still firmly convinced that sound financing, based in just and equitable taxation, is the one fundamental problem involved in our educational endeavor, and that progress in the matter of its solution, will determine to a very marked degree, the success we can achieve in removing weaknesses in our present system. We are making progress all the time, and in all phases; but reforms are urgently needed in two respects; first in the means of financing our schools, and second in methods of their administration. Until some revolutionary changes with respect to these are actually brought about, and put into practice, I am afraid that we are not due for any significant or marked progress. In fact, until these are effected there is little hope that our schools can be expected to keep abreast of the march of civilization, which, by the way, has been moving forward pretty rapidly during our generation, particularly in the fields of invention and science, and in the development of new situations and conditions in the social, economic and political aspects of life. It is all right to say that more devoted and better equipped men and women is the crying need of our schools, but believing it, and having said it, we are still faced with the problem of accomplishing this end. I am satisfied that financial and administrative changes are essential to the drawing, holding, and improving the effectiveness of our teaching forces. But even if this is only partially true, these changes are absolutely necessary for other large and increasingly evident reasons. Adjustments in the means of financing education must be brought about as a matter of common ordinary justice, and administrative changes are essential to the meeting of a vast number of very pressing educational needs, which are actually demanding attention, and which cannot be filled under our present scheme of directing education. One illustration of such will serve, though there are many similar ones, which might be mentioned. Consider the need for high school facilities for the children of rural areas. This demand is just, it is fair, it is insistent, and increasing, and it should be met. The individual rural school district cannot meet it properly or effectively. It is difficult to group these districts in any such common enterprise. Our experience with consolidation is an evidence of the difficulties involved. It might be remarked here, however, that there is reason to hope for some good results from the present rural high school legislation, but here again this is haphazard, and offers no real solution. I believe that the only effective way to meet the demand for high school services, and for a great many other very urgent requirements, is by the establishment of larger units for administrative purposes. This conclusion has been reached by other provinces, both old and new, east and west. It is a reform to which this association might properly and profitably address itself.

FINANCING EDUCATION

With regard to the financing of schools it is becoming quite apparent to everyone that some changes must be made. In two provinces, exhaustive surveys of the school system have recently been completed. Each has resulted in a positive recommendation that the Government provide funds from the provincial treasury for the net cost of operating schools, making allowance always for the provision of more elaborate facilities and wider services, to be paid for from local taxation, in those communities in which the people are able and disposed to furnish them. There is a growing conviction everywhere that there should be a provincial tax, equitably based, and upon all taxable property in the province, the proceeds to be employed in providing adequate educational opportunities for the children, regardless of the financial ability of the community in which they happen to live. One might venture to suggest that, should the natural resources be given to the province, some definite part of this rich heritage should be set aside to provide a fund for future educational needs. We are reminded of the wisdom and forethought of those who set aside 24,000,000 acres of land in these prairie provinces to provide a fund for education. Alberta alone has nearly three and a half million acres of these lands already surveyed, and about 25 per cent. of this part has been sold for some eleven million dollars. This now yields an annual income for assisting in financing our school requirements of almost six hundred thousand dollars.

TEACHERS' TENURE IN THE LEGISLATURE

"THE last five years has seen many changes," declared Mrs. Nellie McClung when speaking in the legislature on the 26th of February. "There has been progress made; the League of Nations has saved much trouble in various places. We have seen the settlement of the Irish dispute by conciliation, and if the Irish people could settle a dispute like that by conciliation, anyone could do so." The speaker then went on to illustrate how labor had made an effort to try to find out some basis on which they could settle their disputes, such as the establishment of free houses, and churches, whose pulpits were preaching along these lines, and mentioning the conditions and latest developments in revolutionary Russia. "It seems to me," said the speaker, "that the whole world is trying to find a common denominator with which to settle our disputes."

After dealing with the question of Mothers' Pensions, Mrs. McClung mentioned a few of the new text-books which were being used this year and were of great assistance to the teachers in the Province. She mentioned particularly the book of Physiology and Hygiene with much commendation. "Of course," she added, "much depends upon the individual teacher. We depend so much on our teachers. We depend on our teachers for leadership. Other Provinces are paying just as much for teachers, yet we do not seem to hold our teachers. That is something we could very well direct our attention to: to keeping our teachers in the Province. A Pensions scheme would help considerably," and she hoped the Government would introduce a bill immediately. "Last year the Minister of Education brought a Bill into the House. We congratulated him on that Bill and we congratulate him again. It is a very serious issue. I hope the Minister is planning something else. We reiterate congratulations that he was trying to equalize the burden of taxation and solve the problem of the school in Alberta.

There is nothing serious the matter with the relations between the Department of Education and the teachers."

The speaker then brought up the question of the Board of Conciliation. She continued: "I know we have a Conciliation Board. There is only one thing the matter with it—it will not work. It has to have more power. It has got to have power to decide.

It has now power to report, but a report is the easiest thing in the world to lose sight of." With much emphasis the speaker declared "We must have a real, live Conciliation Board with power." Mrs. McClung then discussed the one-man conciliation board, stating that she was sure the services of a one-man conciliation board would be agreeable. One could only do their best and no person could be absolutely sure that a decision was exactly right, but we are glad to abide by a good decision, since any decision is better than none.

"The teachers have a few grievances," Mrs. McClung went on, "and one is that although teachers may take more courses and prepare themselves to do better and more efficient work, but the school board is just likely to say that taxes are getting too high and even lower the salary." She pointed out how farmers and merchants expected to make more money with more effort but how teachers were evidently expected to be satisfied with what they got. "When a teacher desires more money he will find himself out of a school because the trustees want to keep down the taxes. The teachers are the leaders we have to depend upon and we would like to see a determined effort on the part of the Minister to do something along this line."

Mrs. McClung then went on to discuss the prohibition question and it was noted in her remarks that a certain school district in British Columbia, who could not afford to pay the teacher's salary in the district, spent large sums of money on bars, leaving the Government to pay the teacher's salary in order to keep a school open at all.

The speech was listened to with much interest.

In dealing with Blairmore School dispute the M.L.A. for Calgary, Fred J. White, Esq., declared that for the time being he was not going to discuss the merits or demerits of the one side or the other in that controversy as an opportunity would be provided for this at a later date. He declared that the Department of Education and the legislature should be interested in whether a grant given for educational purposes was spent to the best advantage. The House should be extremely interested in finding out if the children in that district were given the utmost benefit from the services done. The speaker dealt with the present section of the School Act which provides for a Conciliation Board, but so restricted in its application that it is of no value. This provision should be amended to include disputes arising between school boards and teachers within the scope of a new "Industrial Disputes Act" which is proposed to be put before the session. The teachers of the Province certainly should be given more protection in the future than has been the case in the past. Too much power to deal with teachers has been given to trustees. If the teachers are to be encouraged to stay within their profession then it is the duty of the legislature to make it impossible for trustees to deal summarily and unfairly with their employees. With this in mind, Mr. White urged upon the Government that it should decide upon one or two courses: either amend the School Act to make provision for a Board of Conciliation something practical and worth while, or else include them in the Industrial Disputes Act, thereby guaranteeing teachers a hearing and protection against trustees who may be inclined to give greater consideration to other matters than to the education of the children attending the school.

SENIORITY REGULATIONS

As Passed by the Edmonton Public School Teachers' Alliance

At a Session of the Local, Tuesday, February 16th, 1926

Preamble

It is not the purpose in the following clauses that seniority shall take precedence over efficiency or certain qualifications essential to applicants for the position under consideration by the Edmonton Public School Local.

Regulations

- (1) Seniority shall depend upon—
 - (a) Length of school service in the Edmonton Public School system.
 - (b) Position held.
 - (c) Term of membership with the Alliance.
- (2) A member shall be considered in good standing for the purpose of seniority until in arrears one full year.
- (3) All teachers in good standing with the Alliance shall be considered senior in the system or in any position to those who are not in good standing.
- (4) Deductions in seniority for membership lapses—In all cases where seniority is being considered, lapses in membership shall be deducted. This ruling is to date from the Alliance year 1925-26. Those in the system who are or become members in good standing during the present Alliance year (1925-6) shall suffer no deductions, but to those who do not become members, the ruling shall be retroactive (i.e., deductions shall be made for all the years the teachers were in the system and were non-members of the Alliance).
- (5) In case of members holding the same position, seniority shall depend upon length of service in that position, subject always to Provision Four (4). If equal in seniority in any position, length of service in the system shall be the deciding factor.
- (6) For positions in the Junior or Senior High Schools the number of years in the system shall be the deciding factors.
- (7) Relating to Leave of Absence—Service in the Great War, teachers on exchange, leave of absence for illness, or leave of absence to secure better professional qualifications shall be considered a service under the Board for the purpose of fixing seniority; provided that in future Alliance fees shall be paid for the years during such above-mentioned period of absence; and provided further that membership in other teachers' federations in case of teachers above-mentioned, shall be taken in lieu of fees.
- (8) Membership Lists for Representative to Board—The Secretary shall provide the representative with an up-to-date list showing date of appointment, years of which teacher has been *bona fide* member of the Alliance and the number of years each teacher has spent in any position while serving in the system.
- (9) No fee shall be accepted from a member not in good standing if such fee is tendered after such teacher gets into trouble or needs assistance in any way.
- (10) A member shall be allowed to make good lost standing by reason of non-payment of fees except in the case specified in Article Nine.
- (11) Seniority between male assistants and principals of schools under eight rooms shall be considered by salary rate, except in case the difference in the salary rate be \$100 or less per year, in which case male assistants and aforementioned principals shall be considered on an equal basis.

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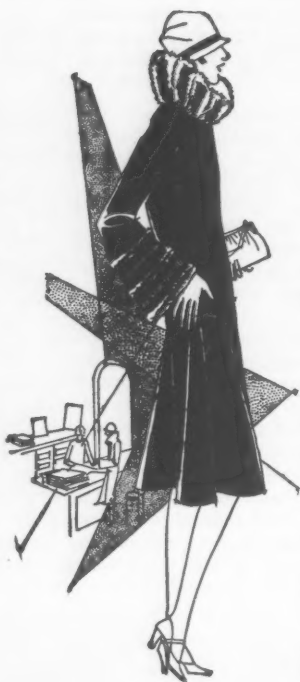
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The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.

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Vol. VI

EDMONTON, MARCH, 1926

No. 10

BLAIRMORE SCHOOL BOARD

CLUNY S.D. No. 2334

LUCKNOW S.D.

WABAMUN SCHOOL BOARD

WAINWRIGHT S.D. No. 1658

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JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

Editorial

THE EASTER CONVENTION

MORE than 5,000 teachers were employed during 1925 in our Alberta school system.

They gave instruction to over 150,000 pupils; to a body of potential citizens larger than the population of Calgary and Edmonton together, and equal to over 20 per cent. of the population of our Province, the fifth in the Dominion.

The teachers of Alberta, 5,000 strong, in training this army of young citizens—in teaching them *how to live and how to get a living*—are surely performing a *public service* which in importance, far *outranks* that of any other group of workers, professional or lay.

What opportunity has this great body of teachers to *unify and consolidate itself*, to develop an *esprit de corps*, and to *impress* on the public mind its *collective view* of educational problems?

The answer is: Through the local branches of the Alliance, through the columns of the *A.T.A. Magazine*, and by attendance at the annual Easter Convention of the A.T.A. and A.E.A. (the "Ataea").

* * *

TEACHERS of Alberta: Use your opportunity of a break in the long spring term to attend this Convention.

Enjoy the *inspiration and enthusiasm* of a large and powerful gathering of your confreres. *Jump the rut!*

* * *

TEACHERS will note with regret that the Blairmore School Board election resulted in the re-election of the trustees who opposed the Alliance. When fully informed as to the tactics employed by the anti-Alliance moguls at Blairmore the result is not as surprising as it is disappointing. A great deal might be said with regard to the tactics employed but after reading the excerpts and letters published elsewhere in this issue under the heading "Blairmore," members of the A.T.A. will unanimously voice the sentiment "Better lose than stoop to countering with tactics of a similar nature." Perhaps it would be better to put it thus: schemes of the kind operating during the Blairmore election campaign by the opponents of the teachers would never germinate in the mind of teachers, or, if conceived, the teachers would not be sufficiently sophisticated in this "specialty" to efficiently put it into execution.

* * *

THE election going against the teachers does not mean final defeat for the Alliance, it means that we have obtained a temporary reverse,—that the immediate reinstatement of the old Blairmore staff is not possible. However, the fight is not yet over. The most powerful agency from the teachers' standpoint has not in any degree lost its potency. The professional spirit of the teachers of Alberta and of Canada is more sure of bringing about a final decision than any other pressure yet brought to bear on the Blairmore school board.

* * *

BLAIRMORE remains just where she was from the time of the opening of hostilities, and until full recognition is given the A.T.A. all but unprofessional teachers will pass the words along: "'Ware Blairmore!"

* * *

JUDGING from sundry remarks made by members of the Alliance and letters received since the last issue of the *A.T.A. Magazine*, the qualified teachers of Alberta are by no means asleep on the question of the "bootlegger" teacher. Many have expressed the opinion that the *A.T.A. Magazine* should continue with spirit boldly to assert the rights of the qualified teacher and strongly to protest, at all times, against the issuance of permits and the non-observance of Section 192 of the School Act by teachers, school boards and the Department of Education.

THE question of exposure of individual cases is not quite so simple as it first appears, since the Department—and the Department alone—has the details of specific cases. There is also at least one employment agency other than the Departmental Bureau whose activities cover placing teachers of their own particular religious persuasion. The extent of its activities it is almost impossible to diagnose and we wonder just to what extent this particular employment agency is responsible for many of these entanglements.

* * * *

WE quote cases, one more unpardonable example of the foisting upon Alberta another unqualified teacher: Last summer a teacher was imported to Raymond from the United States. She had no standing whatsoever in this Province. Must we suppose, like Topsy, that the teacher's idea to go to Raymond just "grewed"? If not, who enticed this teacher to come? The President of the Alberta Trustees' Association is a member of the Raymond School Board. Did the President of the Trustees' Association, when he visited the Department of Education this fall use kindly influence in "putting over" this unqualified teacher? Whether he did or not, the fact remains that the unqualified teacher was allowed to remain at the Raymond school and that the Government Grant was paid for her room. We have good reason to believe also that the Inspector of Schools, after visiting her class, reported that the "special" work, which this "special" teacher was engaged to perform, could be performed quite as effectively, if not much more so, by many common every-day qualified Alberta teachers.

* * * *

OUR idea is not to make an attack on the President of the Trustees' Association. The facts speak for themselves. He, as the head of the trustees of the Province, must realize that his high position calls for his acts to be above suspicion, for what he does serves as a pattern to other trustees. He must have known the law, and at the same time he must have had a pretty reasonable ground for supposing that his influences could "put over" this teacher. We cite this case in order to illustrate the fact that the qualified teachers' rights are assailed by those in high places, and that just as long as the teachers sit quiet and make no vigorous protest in asserting those rights, conditions, rather than improve, will go from bad to worse.

* * * *

WE can not understand why the Department of Education, for its own protection's sake, should not lay down a hard and fast rule that there shall be no departure whatsoever from the strict letter of the law:—"a person desiring to teach in Alberta shall be required to possess a valid certificate of qualification." There are plenty of qualified teachers in Alberta to fill all positions, and nobody knows this better than

the Department of Education. Therefore every permit, every letter of authority is an imposition upon and a rank injustice to those whose undeniable right it is to obtain their livelihood from teaching.

* * * *

AS prophesied in a previous issue, short shift was given to the "Blanket Tax" by the Alberta Trustees' Association at their convention held early in February. One could not but gain the impression that a large majority of the Trustees present were simply taxpayers, as distinct from school trustees, that is to say: the majority present, each felt that the passing of the three mills tax would involve him together with other taxpayers of his district, in a higher levy for school purposes. They thought that, if the three mills tax became law, their particular district would pay into the central fund more than it received back in grants. Again and again the small insular idea was voiced: "We were pioneers once, we carried our school, paid the debentures, paid the teacher, and why should we be called upon to support people who are just in the same position as we were years ago." One delegate went so far as to suggest that the people down south in the drought-stricken areas were simply imposing on the remainder of the Province by pleading "poverty! poverty!" when there was no poverty.

* * * *

THE resolution passed by the Trustees' Association opposing the Blanket Tax is given below, together with the sponsoring school districts and the assessment of each. It is understood that any district of over \$133,333 assessment, would be the loser by the three mills tax. We suppose, being human, the representative of these districts felt it was a sound investment to incur the cost of paying delegates' expenses and go down and "knock" the Minister's honest attempt to grapple with this matter, which every provincially minded educationist knows should be tackled.

Resolution No. 23

Resolved, that the Alberta School Trustees go on record as being opposed to the Bill providing for the levy of three mills on the dollar on the assessed value of land within school districts which are not town districts.

—Stettler Inspectorate Trustees' Association.

School District	Assessed Value	Loss By 3 Mills Tax	Rate Mills	Days operated 1924-25
Big Bend, No. 809.....	\$227,007.00	\$281.00	7	197
Partridge Hill, No. 280.....	247,800.00	343.00	7½	196
Seales, No. 1339.....	203,201.00	210.00	6	173
Liberal, No. 1462.....	195,220.00	186.00	5	193
Vehry Ridge, No. 3479.....	184,489.00	153.00	8½	182
Brehms, No. 1501.....	263,247.00	387.00	5	186½
Pleasant Prairie, No. 401.....	265,330.00	396.00	5	201
Sounding Creek, No. 2070.....	185,484.00	156.00	6	208
Snake Lake, No. 2354.....	204,494.00	213.00	6½	181
Sunny Brae, No. 2075.....	155,724.00	67.00	12	204
Milton, No. 404.....	259,635.00	369.00	5	203
Apremont, No. 4183.....	141,854.80	25.00	10	190
Blumenau, No. 2294.....	248,289.00	345.00	5½	193½

*The increased Government grant would be \$400.00. That amounts to a three mills levy on \$133,333½. Therefore a district with over \$133,333 assessment would be the loser to the extent of a three-mill levy on the excess of its assessment over that amount.

* * * *

ONE regrettable feature of the discussion by the delegates was what we consider the gross discourtesy tendered to their guest, the Minister of Education. The principal speaker to the question—

a Mr. Clarke—endeavored to make the Minister look ridiculous and to inspire uproarious laughter thereby. The Minister presented his case squarely, if somewhat apologetically. He stated that he had made an honest attempt to grapple with the question of distributing the burden of education more equitably; he had evolved a scheme, to which he was not in any way "wedded." This particular word "wedded", without the context, was pounced upon by this speaker, who said that he would advise the Minister "not even to flirt with it." Another delegate, while the Minister was making some explanation or replying to a question, greeted him with the words "Sidown!" And no rebuke was administered.

* * * *

WE just wonder if it was sound policy to submit such a scheme to the Trustees' Association, when we bear in mind that only the school districts which are not financially embarrassed could afford the expense of sending a delegate to the Trustees' Convention. A matter of this kind can only be dealt with effectively and equitably by a body representing every section of the whole Province, a body which was in a position to crystallize the opinions, after due deliberation, of every section of the community.

* * * *

SUCH a body the Trustees' Association most certainly is NOT. It is merely analogous to what the Alberta Education Association is to the teachers. It is more or less an inspirational gathering where the trustees meet together and listen to an inspirational programme. The small number of local organizations in the Trustees' Association is negligible. This means that the trustees of Alberta are not able to meet together at different times during the year in smaller groups—the locals—to discuss educational topics and embody their deliberations in resolutions for consideration at the annual convention.

* * * *

UNDER the present conditions the trustees simply arrive at the convention hall, have an agenda of business and copies of a host of resolutions placed in their hands, which resolutions have not been previously discussed by representative groups of school boards. The delegates assembled would have to be men of more than ordinary intellectual calibre if the "snap" judgment on the questions laid before them is to be of any real value. As we look down the agenda of business, we fail to find any proportion of resolutions brought up for consideration which bear upon the question of education as distinct from the details of financing school districts.

* * * *

"SCHOOLS in Canada are primarily provincial institutions and a provincial government is bound to see that they are provided for, all reach a certain standard of efficiency and receive provincial support in proportion to their real need."

—Survey of Sch. S., P.B.C.

THIS idea is conceded to be right by all classes, even by the wealthy school districts. However, conceding a principle costs nobody anything. This principle was conceded by the Trustees' Association, but little in the way of consideration was given to the recommendation of the Minister for putting into practice this principle. How could it be otherwise when so few of the trustees gave evidence of having their mind on anything but their own little school district.

With the Convention of the Municipalities and U.F.A. things were quite different. Delegates were present from every part of the Province and represented every section of every community. Both these conventions endorsed the idea of the three mills tax.

* * * *

THERE were obvious weaknesses in the suggested tax. Perhaps it is impossible for any faultless scheme to exist, except in the realm of theory, but at least the Blanket Tax did seek after an approximation to justice. It evidently would have ironed out some of the peak curves that now appear in school rates, even though the curve never became a straight line. The scheme did not tackle the question of equalizing grants in the village and cities. That is its obvious weakness, but doubtless as time proceeded, it would call for considerable amendment.

* * * *

IT is just as logical to ask the individual wealthy school district to support such legislation as that proposed, as to ask the bachelor or the man without children to decide whether or not he will pay school taxes. The law takes no account of these things. The school is necessary and property must support the school. This is a basic theory of school taxation throughout the British Empire and the United States of America. Education is a primary function of the State and wealth must support the system, it being recognized that wealth, under a democratic form of government, without schools, without education, would be insecure: also it assumes that the power to produce wealth and the number to enjoy it are inseparably linked together with a system of education.

* * * *

ONE idea expressed at the Trustees' Convention was that the trustees should be very careful not to barter away their birth-right; this being understood to imply that every local community's birthright is to finance and administer its own little local educational unit. Incidentally we suppose it is their birthright to perpetuate the rural "cockpit" and to perpetuate the small public office—to gratify the vanity of a certain type of person who will accept any public office at all—an office which is so often "wished" upon anybody who will take the "job." This idea is distinctly opposed to the basic theory that education is a Provincial matter. The opinion expressed the idea, if followed to the logical conclusion, that it is the duty of every parent to educate his own children; that if a

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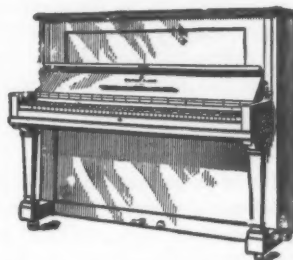
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Principal Speaker: DR. R. W. BOYLE, Dean of the Faculty of Applied Science, University of Alberta, who will give addresses as follows: "Teaching in a New Humanism" "The Book of the Machines," "Recent Scientific Influences."

Several other outstanding speakers will address the Convention.

An interesting programme has been arranged for the High School, Industrial and Public School Sections.

Professional matters of vital importance to the Teaching Profession in Alberta will be introduced by the Alberta Teachers' Alliance.

It is hoped that a large attendance of teachers and others interested in Education will ensure a successful and profitable Convention.

"I saw your name in the A.T.A."

greater proportion of Alberta children happened to belong to a particular school district than to another school district, that the place owning the greater proportion of children should pay more than their fair share of taxes for education of those children. All thoughtful and informed observers are coming more definitely to the conclusion that local control of educational finance is the greatest barrier to progress. The tendency everywhere is to reverse the generally accepted practice.

* * * *

THE Alberta Teachers' Alliance endorsed the idea of the three mills tax, not because it was perfect—we knew it to be otherwise—but because it pointed a way to progress in at least one phase of the unequal distribution of the educational costs.

* * * *

COMMISSIONS have recently sat in Manitoba and British Columbia. Every phase and detail of the educational system has been covered and the commissioners in each case arrived at the conclusion, that there must be a Province-wide, comprehensive scheme introduced for equalizing educational costs throughout the Province.

* * * *

ONE is struck with the apparent lack of information on the part of both trustees and the Department of Education; and we believe that in view of the lack of enthusiasm and the lack of "punch" behind the propaganda in favor of the Blanket Tax, and perhaps the lack of comprehensiveness and the confidence of the Minister in the scheme, is traceable, more than anything else, to lack of information which a comprehensive survey would provide. We believe that public funds would be well spent in providing for a comprehensive investigation into the whole Alberta system of educational finance and administration. No comprehensive survey having been made in Alberta, there seems to be no one in a position to speak with any authority with respect to reforming our present methods of taxation and educational administration.

* * * *

IN view of the open hostility, discourtesy even, shown to the Minister of Education, it might be illuminating if one but knew the political affiliations of those who so vigorously opposed the scheme. The Trustees' Association was organized by a previous Minister, with Government funds to "smash" the Alliance. This organization has developed into a "nice kettle of fish" for his predecessor.

* * * *

THE Trustees' Association seems now to be a "spanking machine" for chastizing the Farmer Government Minister of Education. The tendency manifested previously by the trustees present to sneer, jeer at and criticize the teacher has disappeared entirely. Even though this may be some measure of relief to the teachers, we are sorry to say that it does not

make it one bit better as an institution for advancing and safe-guarding the sacred cause of education in Alberta.

Correspondence

"Waskatenau, Alberta,
Feb. 12, 1926.

Mr. J. W. Barnett,
A.T.A., Edmonton.

Dear Mr. Barnett:

I think the magazine is improving. I like the short editorials. Do you suppose it would be possible to get some of the people of Alberta who have 'quit' teaching to tell why they found the step necessary or advantageous? I'd like so see the magazine become a real book with teacher stories, articles, helps, more discussions on measuring tests, intelligence, methods, etc. Don't you think the magazine should print the stories of such atrocities as that at Low Level school last autumn and that school in Manitoba where the teacher was pounded about?

Yours fraternally,
CHAS. D. DENNEY."

"Bittern Lake, Feb. 4th, 1926.

Mr. J. W. Barnett,
Edmonton.

Dear Sir:

In reply to your letter received last Monday regarding the magazine, there are certain things which I had in mind when I wrote you.

(1) Regarding suitable helps for the rural teacher, I was thinking of a plan similar to the following: We would leave in the magazine a space entitled 'The Rural Teacher as an Instructor of Human and Community Thought.' Under this heading we would have several sub-headings as below:

1. Firstclass department, Grades I and II: In this department, as we call it, the teachers throughout Alberta would give helpful hints and suggestions based on their own experience which would be of assistance to teachers having those grades. The suggestions would be along the lines of psychology, discipline, methods, dealing with some peculiar child; devices to use to prevent monotony getting on with the work, and suitable games for children of the average grade and age; teachers might submit other themes as they wished.

2. Second class department, Grades III and IV: A similar outline as the firstclass.

3. Third class, Grades VI and V: The material similar to the first one but of course adapted to that particular grade.

4. Fourth class department, Grades VII and VIII: Similar to the rest.

5. Solutions: Teachers would under this head be allowed to submit questions relating to their own particular school or class and the answer given by some well-known teacher and authority on modern teaching.

6. School Room Hints, which would be general devices and incentives to school and class work applicable to the children.

7. Current Events: This column I believe to be of very great importance to the teachers at large. Many teachers do not like to pay the high price for the ordinary newspaper and therefore often let current events go. For myself I refuse to pay six to eight dollars a year for reading funny papers although if I had children of my own I certainly would, and therefore the happenings of

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the day go by unnoticed. In this column I expect to see those political events as the doings in Europe, and other national or provincial undertakings that would be of interest to all teachers and which would assist teachers in bringing the important events of the day to the notice of children who come from foreign homes where little or no English papers are to be found.

If you desire, Mr. Barnett, you may publish this in your magazine and I would strongly request teachers to consider the outline above and give us their opinion on the matter.

Wishing you the best success in the future and that the A.T.A. may help teachers in need, I beg to remain

Yours faithfully in A.T.A.,

D. A. Mow

"Bellis, Alberta,
February 23, 1925.

J. W. Barnett, Esq.,
Editor A.T.A. Magazine,
Edmonton.

DEAR MR. BARNETT:

Congratulations on your February number. From cover to cover it strikes an inspiring note and shows that teachers are at last beginning to awake and do something. We have suffered long enough to warrant a change and such articles as the one by Mr. Fred Warren and that supreme essay by W. A. Cameron will go far towards rousing apathetic members of our profession. The thing that is fighting against us more than anything else is the body of non-alliance teachers. When we are one hundred per cent. strong all other difficulties will melt into thin air. "Join up, join up, get together," that's the slogan we must follow.

I thank you for your letter of December 22nd, and am enclosing a poem for publication providing you can make use of it.

Yours very truly,
Teacher."

Which Punishment Fits the Crime?

CASE ONE:

An aggrieved male parent whose child was legitimately punished for breach of discipline enters the schoolroom accompanied by two women; after making considerable vocal disturbance the parent knocks down the lady teacher, kicks her, and leaves her on the schoolroom floor unconscious and disfigured. Justice of the peace finds the guilty party ten dollars and costs—probably TWENTY DOLLARS IN ALL.

CASE TWO:

Two pupils from the Castor school repeatedly played truant. Final result,—the principal of the school and the class teacher suspend the truants and report action to the school board who approved action of teachers.

Parents of pupils, one the mayor, the other the town clerk, cause action for damages to be entered against the teachers on the ground that teachers exceeded their authority in suspending pupils for truancy. Pupils were out of school for three and a half days only.

Judge of district court awarded each pupil fifty dollars from the teachers. The teachers will also be called upon to pay the costs, probably \$200 more—\$300 IN ALL.

Query—Is what the district court judge ruled to be a technical breach of the School law, in suspending for truancy two school pupils from classes for three and a half days, an offence fifteen times more serious and requiring fifteen times the degree of penalization as the man who unlawfully enters the school room and brutally assaults the lady teacher?

It is to be supposed that the school pupils who each receive fifty dollars for losing three and a half days school will consider the whole business well worth while.

Blairmore

THE BLAIRMORE ELECTION

THE result of the election for the school board at Blairmore is surprising and disappointing. Last summer the school board of that town reduced the wages of the school teachers, and later dismissed the teachers when they refused to take the cut. The school teachers went on strike and remained in the town, being maintained in their objection by the Alberta Teachers' Alliance. The school board acted in a blundering manner, but eventually the case went to the people on Monday in the form of an election. The two members of the school board stood for re-election and were opposed by candidates nominated by the miners. The contest was on the one issue of the action of the board in dismissing the teachers.

The result was a defeat for the teachers and the Alliance. The verdict is surprising because the contest was in a mining town where a vast majority of the electors are union men, and union men who usually are most enthusiastic about keeping up wages. The teachers had every advantage. The report of the school inspectors showed that the school was not efficiently managed since the change was made.

The result was disappointing, because it was a decided reverse for education. Many miners who always uphold the union must have voted for the old trustees for no reason other than that they believed they might save a few dollars in taxes, the efficiency of the school being given no serious consideration.

If the people of the Pass uphold the principle of so-called economy, regardless of efficiency, would any town in Alberta sacrifice a dollar or so in taxes for the betterment of the schools?

There is good reason to believe that if the whole question of free education were submitted to the people, with the alternative of the saving in taxation madly displayed, the result of the vote would be very greatly in doubt.

The result of the Blairmore struggle is surprising and disappointing.

—The Albertan

TO THE ELECTORS OF BLAIRMORE

We are out to recognize the Alberta Teachers' Alliance and the right of the teachers to collective bargaining. We will give the Alliance complete recognition as a union, and we will have the black-list lifted off our school.

We, as workers, realize that no worker can afford to sacrifice his right to organize in his own defence. A blow to the teachers' union is a blow to us.

We recognize the need for more careful financial management in the school affairs. Thousands of dollars have been spent on rentals, as in the case of the towns site school. They could have been invested by debenture

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in a building which would eventually belong to the ratepayers of Blairmore.

The present hopeless condition of our school is due to the desire of members of the present board to force their personal opinions on the ratepayers. The board should be there to carry out the wishes of the ratepayers, not to oppose them.

Our children's welfare has been sacrificed to the stubbornness of members of the present board. Are you satisfied to allow this deplorable condition to continue? If not, vote for John A. McDonald and Peter Patterson and they will secure the rights of all your children to a good high school education.—*Miners' Union Circular.*

Dear Mr. Barnett:

The fight is over, and as far as we are concerned, finished. I've only one thing to say and that is that it is impossible for those who are being square to win. It hurts quite a little to think that after doing one's services faithfully such a deal could be meted out but at the same time I have no heartaches at having to leave this town now. It is no place for anyone who wishes to live life with at least a little principle.

Now, I suppose, it is time to get down to business and find a job. My purpose in writing this is to let you know that I am quite willing to go out and take a school for the summer and to ask you if you could be of any assistance to me in locating one.

Yours sincerely,

'BLAIRMORE TEACHER.'

"Blairmore, Alberta,

February 21st, 1926.

Mr. John W. Barnett,
Edmonton, Alta.

Dear Sir:

Your letter of the 16th instant to hand re the election of school trustees held on February 8th.

Mr. Conway and the school staff worked hard and did everything possible to have the Union trustees elected. The Union miners voted a nice solid ticket. The vote cast for the Union trustees was sufficient to elect at any prior election, but owing to the coal company's activities to defeat organized labor, all the officials and office staff paid their school-tax between the 1st and 8th of February in order to secure their votes. Forty-eight employees of the sawmills, in the school district, but west of town, made up of Hindus and men who have never before cast a vote in this school district, and 18 men working in the lumber camps, north of the town, taking out pit timber, paid their taxes and polled votes.

The coal company's office staff was out in full force with cars, carrying voters to the polls and at that they beat us by a light majority.

Two of the boys here have left school and both went to Mr. Conway for their recommendations instead of the present principal. One of the boys has taken a position in the Royal Bank here and the other is being sent to school at Lethbridge. Yet this boy's father opposed us at the election.

There seems to be more trouble coming to the surface from the parents of the children against the present staff of teachers than prior to the election. I understand the majority of the old teachers are applying for other positions.

Yours truly,

'RATEPAYER.'

THE CONTRACT IN BLAIRMORE

IN the January issue of the Magazine it was pointed out that according to the Ordinance, a Board may summarily dismiss a teacher for gross inefficiency, misconduct or refusal or neglect to obey a lawful order of the Board. A teacher who has been dismissed for any or all of the above reasons has the right to appeal, for these things must be proven by competent authority. A teacher unjustly dismissed as a result of some outside influence working against him, has no protection whatever provided for him in the Ordinance. Nothing points this out to us more clearly than the situation in Blairmore.

In June last, the Blairmore Board communicated with the thirteen individual members of its staff stating in effect that we were to consider ourselves "through" with the Blairmore school board if we did not agree to salary cuts ranging from \$400 to \$50. Our next communication notified us of a meeting to be held in accordance with the provisions of our agreements in which the teachers would hear the reasons of the Board for terminating our agreements.

We, with our local executive and the General Secretary-Treasurer, Mr. J. W. Barnett, met the Board. We listened to its reasons as given by the Chairman. We were told that we had proven ourselves very efficient and that the Board had no fault whatever to find with the work of the staff. The Board, however, was forced for economic reasons, to cut our salaries 15 per cent. to 12 per cent. and to do away with the Alliance schedule which provided for annual increments up to a certain maximum salary.

Here we were then, confronted with a situation very serious to us. We asked that we be allowed to give our decision through the officers of our Local or through our General Secretary-Treasurer, who was present. How could we, as members of an organization, act individually? A member of the Board submitted a motion "that the teachers be given the privilege of speaking individually or through an agent, as they saw fit." Another member amended the motion by striking out the words "or through an agent" The amendment was carried, and we had been deprived of the services of our "big brother" in a most serious situation. On that evening in June the teachers of Alberta were denied the right to bargain collectively through a representative and the Alliance received a slap in the face. We were treated unjustly and had no redress. Our contracts were of no use to us for it has it "in the bond" that the teacher shall be given the privilege of attending a meeting of the Board to hear the reasons for the termination of his contract. Apparently, the only thing a teacher can do, under the present form of contract, is to sit and as quietly as possible, listen to the reasons given by the Board for his dismissal. When the ordeal is over he should make his humble departure, hoping that his disgrace will not follow him all the days of his life.

We are denied a privilege which most people demand for themselves, that of doing business through an agent. We are denied a principle recognized throughout the civilized world, that of collective bargaining. As an organization of employees we cannot give up the fight for these things.

The greatest need of the teacher in Alberta is an improved form of agreement giving him greater security of tenure. To this end it should provide for discussion of the Board's reasons for termination of the agreement. The teacher should be given the privilege of representation. Teachers' organizations should strive for the appointment of an impartial investigating body

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having full power to act in disputes between teacher and Board and to confirm or reverse the decision of a Board. Thus the teacher would be given fair trial before receiving sentence. Under the present form of contract the reverse is the case.

—ONE OF THE THIRTEEN

METRO'S DIPLOMACY

METRO was in Grade IX and found great difficulty in mastering the language as spoken in the high school he was attending. So great were the natural obstacles to this boy's academic achievement that his father received at Xmas a report concerning the boy's work which was far from satisfactory.

It would seem that the parent was much chagrined with such a poor report and bethought himself to adopt strenuous measures with poor Metro. His chagrin turned to astonishment, however, upon receiving the following neatly typewritten letter purporting to be from the principal of the school:

Feb. 11, 1926.

Mr. (Parent)

Did you find out, already what happens with Metro, or not. He usually steps off his mind and does all sorts of things that he should not do. He can be improved on all that. He had been improved on it but a very little. After several of these disappointments I phoned the Doc., who had found what was wrong with him. The Doc. said that whenever he is worried over something or if he thinks too deeply he then gets into trouble with his mind.

You must not hit him at the head for you yourself get into trouble. If he does any bad things, you must forgive him, the way as we do, in school. If YOU hit him when his mind is out of order, his heart would break off and would certainly die. The Doc. has already given him some powder in his nose today (Feb. 11,) and he says that he feels alright now, so this would purify his memory, anything he does fairly bad to you must forgive him. It is our fault we should have examined him when others were, but since we did not so we are going to do it now. You must not let him to under other peoples hands. If you would be done with everything. He studies very hard to do this best.

Sincerely yours,

Mr. (Principal).

Upon further cogitation it occurred to the fond parent that the principal who would diagnose his son's case in such a remarkable manner must indeed be a man worth knowing. Accordingly the parent presented the aforementioned letter at the principal's office for further explanation. After perusal of this little gem, the principal considered it worthy of publication. Anyway, the kid's I. Q. is O. K., to wit, the use of the typewriter as an instrument in diplomacy.

EXAMINATION ANSWERS BY PUBLIC SCHOOL PUPILS

- Q. Give the name of a noted Jew in history.
A. God was a great Jew.
- Q. Paraphrase and explain, "Kids carved to the sound of music."
A. This means young lambs cooked and look like different instruments.
- Q. State the author's profession.
A. His profession was to teach moderate languages and write books.
- Q. State the chief thought in "The Great Stone Face."
A. It is not to let the little ones look in the mirror.
- A. A præposter is a big boy that looks down on small boys.
- A. The proverb, "Light come, light go," means there is always light it comes and goes. It's on and then off.
- A. Royal government in Canada. The intendant was to look after the small affairs as the Sunday school.
- Q. Write a note on the Picts and Scots.
A. The Scots were people something like cannibals. They came from Sweden. The Picts were not much different from the Scots, they came from Norway.
- A. The king was forced to sign the Magna Cartar because he gave bad laws and if he would not sign the Magna Cartar they would take his crown off.
- A. Thomas Cromwell did all the dirty work for the king.
- A. The chinook winds is worm winds that come from the Gulf of Mexico up thru the U.S. to Canada and drive away the snow.
- A. Insect is something with 6 pairs of legs one abdmn 2 or 4 pairs of wings and on the thorax.
- A. An insect has 6 to 8 legs.
- A. A famous Scotch and English battle in the fourteenth century was the Black death.
- Q. Write a note on the Jesuits.
A. The Jesuits had a hard time with the Indians, some would run away, some would eat their selfs up and everything like that.
- A. They took her (Joan of Arc) as a witch and burn't her on a steak.
- A. The Roundheads were the flat heads.
- A. Joan of Arc was a pheasant girl.
- A. The kilts were the second invaders of England, they came from Europe.
- A. The date of the Quebec Act was 1771.
- A. The friars walked around with sandals on their feet because they knew that God did in Palestine.
- A. Edward I was a good king but he to had a black spot and was of the expulsion of the jews.
- A. Terms of Magna Carta: The church should go freely.

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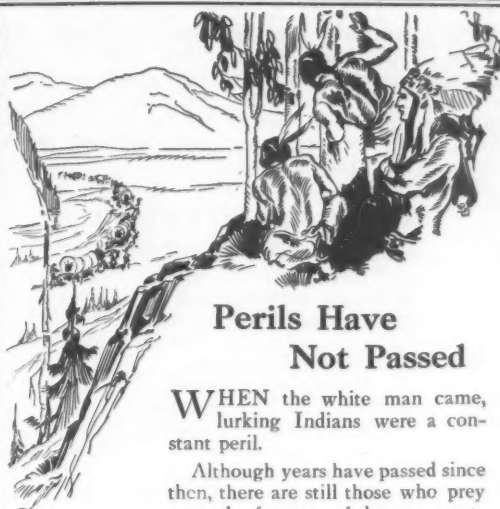
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July 7th to August 18th, 1926

Last summer 531 teachers from all parts of Canada were registered at Queen's Summer School and 37 of these came from Alberta, British Columbia and Saskatchewan.

No longer can any ambitious teacher say that opportunity never smiled on him and that a University education is beyond his grasp. During the present winter 795 teachers in every province of the Dominion are registered for home study courses with Queen's and will be supplementing their work by attendance at Summer School next July or at later sessions. At every annual Convocation, there are students receiving their B.A. degree through extramural and summer school study. Spare hours and an abundance of energy, determination and purpose applied to a course at Queen's are lifting these teachers to a higher status in the profession.

For further information regarding Queen's courses, apply to the students' representative for Alberta—Miss Isabel Breckon 2115 14a St. W., Calgary, or to A. H. Carr, B.A., C.A., Director of Extension Courses, Queen's University, Kingston.



Perils Have Not Passed

WHEN the white man came, lurking Indians were a constant peril.

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- A. A craft guild is a union which works by hand.
- A. When he (LaSalle) reached there he heard that the Griffin had got wretched & that another French ship had got wretched. He discovered land on both sides of the Mississippi.
- Q. Explain "joint heir."
- A. It means to be in company with God. Sentence: My mother joint heirs with God.
- A. Joint heirs means near to heaven. Sentence: He was near joint heirs.
- A. Deserter means away from women.
- A. The keel of that ship is made of cider.
- A. Pious means full of anger. He was pious with the beast.
- A. A buoy is a tire covered with canvas for saving people from getting drowned.
- A. Gaul is a part of the human body. Sentence: He was thru his Gaul with a sword.
- Q. Write a note on Sir Walter Scott.
- A. Sir Walter Scott went to a bar. That means he was called to some Christian work. He took a course for a lawyer in his father's office & was forced to the bar a few years later.
- A. The chief objection to carpets are they gather the fleas.
- A. He (Scott) was educated in Lethbridge and he became an author and made a considerable amount on the ladie of the lake.

[Do your part and send in a few jokes.—Editor.]

THE PRAYER OF SARGON THE BUILDER

MAY Assur bless this city and this palace! May he invest their construction with an eternal brightness! May he grant that they shall be inhabited unto the remotest days! May the sculptured bull, the guardian spirit, stand forever before his face! May he keep watch here night and day, and may his feet never move from this threshold!"

SARGON, THY CITY STANDS

Assur hath blessed his builder,
Sargon, thy city stands,
Its beauty doth bewilder
As when it left thy hands.

Upon its level platform,
Above the level sands,
Invested with its brightness,
Sargon, thy city stands.

As Istar loved the gardner
Who floated on the flood,
So, Assur loved the builder
Who worked with bronze and wood.

As Esarhaddon's mercy
Endureth to this day,
So Sargon's prayer is answered,
As when the noble pray.

As thought may stand in vesture
Of bronze and stone and wood
The mind's embodied gesture,
Endures for ill or good.

As always thought endureth,
And mind forever stays,
Thy city is established
Till the remotest days.

All they who love and glory
In lessons from the past,
Behold thy royal city,
And know that it will last.

Dur-Sargon now is peopled
By a race of noble men;
Its vestibules and pillars
Are bright and clean as then.

Upon its level platform,
Above the level sands,
Invested with its brightness,
Sargon, thy city stands.

—PHILIP STUTTS.

COMMERCIAL LIFE MAKING PROGRESS

The annual general meeting of the Commercial Life Assurance Company of Canada was held at the head office of the Company on Tuesday, February 9, 1926.

The Commercial Life has a Dominion Charter and license and is one of the most substantial life insurance companies in Canada. It has made such substantial and consistent development during the last few years that it is now considered one of the outstanding companies of western Canada. The assets have increased to over half a million dollars and at the present ratio of progress the Commercial Life will be a million dollar concern within three years.

The premium income for the year was \$192,944, and as the premium income for this company for the year 1918 was \$5,578, it can at once be seen that very substantial progress has been made. The interest earned by the company was \$24,710, or over \$2,000 per month, for the year 1925, an increase of 34.76 per cent. over the year 1924.

The mortality experience of the company continues to be very favorable. \$16,673 was paid out in death claims for the year 1925, this amount being only 27.20 per cent. of what was expected and provided for according to the mortality tables. Dr. E. W. Allin, of Edmonton, is medical referee of the company.

The Commercial Life is a credit to western Canada, employing, as it already does, over 100 office and field employees throughout Alberta and Saskatchewan. The company already has over \$400,000 invested in these two provinces.

The board of directors is composed of some of the best citizens of western Canada, men who are truly westerners, having lived in the west from twenty to fifty years and are consequently very conversant with western conditions and are especially well qualified to protect the company's interests. The same board of directors was re-elected, as follows:

W. T. Henry, W. W. Prevey, W. J. Stark, H. W. B. Douglas, Edmonton; W. Fletcher Bredin, Grande Prairie; G. H. Hutton, Calgary; F. O. Hodgson, Vancouver.

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Year	Business in Force	Assets	Policy Reserves	Premium Income	Total Income	Interest Earned
1918.....	\$164,000	\$71,985	\$11,825	\$5,578	\$11,278	\$3,591
1920.....	723,000	109,699	29,763	22,586	53,444	7,449
1922.....	3,920,359	229,725	123,938	89,368	143,787	12,568
1924.....	5,754,629	400,866	312,463	156,998	195,791	18,336
1925 (approximately).....	6,206,545	500,372	405,338	192,944	236,018	24,710

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If you are interested, please communicate with the Agency Department of The Commercial Life Assurance Co. of Canada.

Head Office:
Edmonton, Canada

J. W. Glenwright,
Managing Director



Official Announcements

WORKABLE CONCILIATION BOARD PROMISED

ON Saturday, February 20th, a delegation from the Teachers' Alliance waited on the Alberta Cabinet for the purpose of urging upon the Government to amend Section 197 of the Schools' Act, with a view to providing for a workable Board of Conciliation or Arbitration.

After listening to the speakers for the delegation the Minister of Education announced that he had decided to lay before the Legislative Assembly, during the present session, an amendment to the Schools' Act to provide a workable board to deal with disputes between teachers and school boards.

The General Secretary-Treasurer who stated the case for the A.T.A. stated that had the repeated and just requests of the Alliance met with consideration, and had the Board of Conciliation now provided for been capable of adjusting difficulties, the following disputes would never have reached a crisis: Edmonton high school, Edmonton separate school, Wainwright, Castor, Olds, Vermilion, Innisfail and lastly, Blairmore.

He stressed the fact that the legislation passed in 1920, creating a Board had only dealt with one case Molodia. The report was made to the Minister, and since the Board had no power to put into operation its findings, nothing further was heard. It resulted in the teacher taking his case to law and he won his action. Lawsuits were not the right means of settlement of disputes between teachers and school boards. They left a great deal of bitterness and were costly to both parties. Furthermore, legislative provision was already in existence in other provinces and the small number of cases referred to the Boards in the different provinces justified our contention that the real purpose served Boards with power to act was that they were deterrents to the development of crises.

When the present Board of Conciliation was placed on the statute books no protest was lodged by the trustees and even the Blairmore school board suggested that the recent dispute be settled by the Board of Conciliation, which, however, was found to have no power to function in that particular case.

The principle of a Board of Conciliation had been recognized, when section 197 was adopted and all the teachers desired was to have the statute so worded that the recognized principle could be put into operation. Although first the Trustees' Association had expressed no opposition to the Board, it was now argued that the opposition from them made it difficult for the Minister to accede to the repeated urgings of teachers. It was not to be expected that any organization of employers would endorse legislation which circumscribed their full powers over their employees; and it was just as reasonable to expect the Canadian Manufacturers' Association to approve of the Lemieux Act as to expect the Trustees' Association to endorse a Board of Conciliation. Teachers were asking for no more than any other body of employees, who already have avenues provided for settling disputes, when they, the teachers, request that the machinery be created to deal with critical developments between themselves and their employers.

Alderman Gibbs followed the General Secretary-Treasurer with a strong appeal for harmony in educational affairs. He represented that conciliation was everywhere the general order of the day in industrial

matters. He felt very strongly that the interests of both school boards, teachers and more especially the school children would be served if a workable Board of Conciliation or Arbitration were created.

The Board suggested by the delegation was as follows:

BOARD OF REFERENCE

There shall be a Board to be known as the Board of Reference to serve as a Board of Conciliation or Arbitration, consisting of three members which shall be appointed at the beginning of each year as follows:

(1) One to be appointed by the Alberta Trustees' Association.

(2) One to be appointed by the Alberta Teachers' Alliance.

(3) One, who shall be neither trustee nor teacher, to be appointed by the two members aforesaid in consultation with the Minister.

EXECUTIVE ELECTION

NOMINATIONS ACCEPTED AT TIME OF GOING TO PRESS

For President

Vice-Pres. Riley, Medicine Hat.
A. Waite, Edmonton High.
G. L. Woolf, Magrath.

For Vice-President

H. D. Ainlay, Edmonton Public.
Jno. Stevenson, Pincher Creek.

Geographic Representatives

N. Alberta—James McCrea, Vegreville.
S.E. Alberta—C. Peasley, Medicine Hat Public.
S.W. Alberta—H. C. Sweet, Lethbridge High.
Calgary—Miss Annie Campbell, Calgary Public.
Edmonton—C. B. Willis, Edmonton Public.

MEMBERSHIP FEES

Our Financial Year Closes on March 31st.

Will the secretaries of locals do their utmost to wind up the year's collection of fees so that the remittance may arrive in time to be included in this year's financial statement?

ATTENDANCE RECORD OF MEMBERS OF PROVINCIAL EXECUTIVE YEAR 1925-1926.

	Easter Meeting	Mid- summer Meeting	Xmas Meeting	Total Sessions
	Sessions	Sessions	Sessions	
President Parker.....	1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	15
Vice-President Riley ..	1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	15
Past President Scott ..	1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	15
<i>Geographic</i>				
<i>Representatives</i>				
C. Peasley.....	1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	15
S.E. Alberta				
H. E. Smith.....	a a a	1 1 1 1 1 1	1 1 1 1 1 1	12
Calgary				
K. P. Stewart.....	1 1 1	a 1 1 1 1 1	1 1 1 1 1 1	14
S.W. Alberta				
A. Waite.....	1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	15
Edmonton				
Jas. McCrea.....	½ a a	a a a a a a a	a a a a a a a	½
N. Alberta				

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ALL CANADIAN PARTY sailing on S.S. Melita, July 14th, returning from Glasgow on the S.S. Montclair, August 13th. Return later if you wish.

Similar tours during June and early July. If not desiring take European tour, travel tourist third cabin with the party. You will be surprised at the luxury and comfort aboard ship.

BE AMONG FRIENDS—TRAVEL WITH WESTERN CANADIANS—every moment will be pleasant, and will always be remembered.

Make reservations early. For further particulars, apply to Organizers.

Wm. THOMPSON,
Y.M.C.A.,
Edmonton, Alberta.

W. W. SCOTT,
Past President, A.T.A.,
1323 14th Ave W.,
Calgary, Alberta.



THE AMUSEMENTS TAX ACT

(Chapter 37, R.S.A. 1922)

Every person attending an exhibition, performance or entertainment at a place of amusement to which an entrance or admission fee is charged shall on each admission thereto pay an amusement tax at the following rates:

1. When the price of admission is from \$.01 to \$.10 inclusive, a tax of \$.01
2. When the price of admission is from .11 to .30 inclusive, a tax of .02½
3. When the price of admission is from .31 to .50 inclusive, a tax of .05
4. When the price of admission is from .51 to .75 inclusive, a tax of .07½
5. When the price of admission is from .76 to 1.00 inclusive, a tax of .10
6. When the price of admission is from 1.01 to 1.50 inclusive, a tax of .15
7. When the price of admission is from 1.51 to 2.00 inclusive, a tax of .20
8. When the price of admission is over \$2.00, a tax of 25 cents.
9. A tax of 25 cents shall be paid by every person attending a boxing bout or contest, or a wrestling match.
10. Where admission is given by pass or complimentary ticket, a tax shall be payable at the highest rate charged for the performance to which admission is granted.

E. TROWBRIDGE,
Deputy Provincial Secretary.

GEORGE HOADLEY,
Provincial Secretary.

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